



**Literacy Coach Standards and Responsibilities** *based on International Reading Association standards*

<b>As a collaborator:</b>	<b>Yes</b>
1. Assisted the principal in developing a literacy team.	
2. Collaborated to conduct an initial school-wide literacy assessment.	
3. Facilitated small-and-large group discussions with teachers.	
4. Communicated the findings of the initial school-wide literacy assessment to staff and other stake holders.	
5. Developed and implemented a literacy improvement plan.	
6. Helped align curriculum to state and district requirements.	
7. Conducted ongoing evaluations of literacy improvement action plan (or school improvement plan).	
8. Managed time and/or resources in support of literacy instruction.	
9. Showcased effective strategies employed by content area teachers.	
10. Listened and responded to the needs of students.	
11. Listened and responded to the needs of staff.	
12. Listened and responded to the needs of parents.	
13. Understood and respected issues of confidentiality.	
14. Responded promptly to requests for assistance from teachers.	
15. Facilitated discussions on issues in adolescent literacy.	
16. Demonstrated positive expectations for students' learning.	
17. Applied concepts of adult learning and motivation to the design of professional development.	
18. Encouraged the reading specialist to serve as resource for the content area teachers.	
19. Kept administrators informed and involved in literacy efforts.	
20. Remained current with professional literature on the latest research.	
21. Examined best practices.	
22. Examined curriculum materials.	
23. Met regularly (at least once a month) with other coaches in the school or district.	
24. Attended professional seminars, conventions, and other training in order to receive instruction on research-based literacy strategies.	
25. Attended professional seminars, conventions, and other training in order to receive instruction on how to work effectively with adult learners.	

<b>As a coach:</b>	<b>Yes</b>
26. Worked with teachers individually, providing support on a full range of reading, writing, and communication strategies.	
27. Worked with teachers in collaborative teams, providing support on a full range of reading, writing, and communication strategies.	
28. Worked with teachers in departments, providing support on a full range of reading, writing, and communication strategies.	
29. Assisted teachers in the analysis and selection of content area texts and instructional materials that meet the diverse needs of students.	

30. Assisted teachers in developing instruction designed to improve students' abilities to read and understand content area text and spur students' interest in more complex text.	
31. Provided content area teachers with professional development related to metacognitive reading strategies.	
32. Facilitated professional development related to instructional strategies for literacy that content area teachers could adopt and adapt for their classrooms.	
33. Explored with content area teachers cross-cultural communication patterns in speaking and writing and their relationship with literacy skills in English.	
34. Developed a repertoire of reading strategies to share with and model for content area teachers.	
35. Helped determine which reading strategies are best to use with the content being taught.	
36. Assisted teachers with improving writing instruction, student writing, and appropriateness of writing instruction and assignments.	
37. Facilitated professional development related to strategies to help students analyze and evaluate Internet sources.	
38. Linked teachers to current evidence-based research to help make research more tangible and applicable.	
39. Observed and provided feedback to teachers on instruction-related literacy development and content area knowledge.	
40. Ensured teacher observations are nonthreatening (used as a tool to spark discussion).	
41. Regularly conducted observations of content area classes to collect informal data on strategy implementation and student engagement.	
42. Before and after observations, engaged in reflective dialogue with teachers.	
43. Demonstrated instructional strategies.	
44. Provided ongoing support to teachers as they try strategies out themselves.	

<b>As an evaluator of Literacy Needs:</b>	<b>Yes</b>
45. Led faculty in the selection and use of a range of assessment tools in order to make sound decisions about the students' literacy needs.	
46. Developed a comprehensive assessment program that uses both informal and formal measures of achievement.	
47. Set schedules for administering and analyzing both formative and summative assessments.	
48. Aided in the design and/or implementation of formative assessments to determine the effectiveness of a strategy.	
49. Helped teachers standardize the scoring of writing and other literacy measures.	
50. Reviewed current research and trends in assessment methodologies.	
51. Conducted regular meetings with content area teachers to examine student work and monitor progress.	
52. Introduced content area teachers to ways to observe adolescent's literacy skills.	
53. Introduced content area teachers to ways to observe ELL's language development progress.	
54. Helped teachers analyze trends in content area achievement tests.	
55. Helped teachers use the analysis of various assessment results to determine which strategies will support higher achievement.	